

Comprehensive Retention Programming

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FTFTF Cohort Trends

Fall 2013 to Fall 2017

- 48.4% (686) increase from 1416 to 2102 students
- Retention rate decrease from 78.86% to 69.31%
- Identified areas of opportunity:
 - Students with HS GPA < 3.0
 - First Generation students
 - Traditionally Underrepresented Student Groups (TUSG)
 - Pell Eligible/low income students

CWU Institutional Effectiveness Enrollment & Retention Report 02/11/2019



Follow-up from February 2018 Report

- Summer Developmental Math Bridge Program (**Complete**)
- Remove Barriers to Student Success (**Ongoing**)
- Retention Steering Committee (**Ongoing**)
- Undergraduate Academic Advising Collaborative (**Ongoing**)
- Samuelson: New Opportunities for Professional Development Focused on Student Achievement (**Complete**)



Follow-up from February 2018 Report

- Require placement testing at orientation prior to registering
(Summer 2019)
- Require developmental courses in first year (Complete)
- Strongly encourage foundational courses in first year (Complete)
- Expansion of the PALs program (Supplemental Instruction) (Complete)



New Retention Initiatives for AY2018-19

Responding to areas of opportunity:

- Student Success Survey (S3) (Complete)
- Financial Aid Programming (Ongoing)
- Student Progress Reports (In Progress)
- Wildcat Success Days (Ongoing)
- Peer Academic Success Coaching (In Progress)
- Academic Advising Council (In Progress)
- Transfer & Transition Center (In Progress)



Summer Developmental Math Bridge

5-week summer program for incoming students designed to:

- Improve math abilities and potentially advance to the next math course
- Teach skills to be successful in the gateway course, and
- Reduce financial burden of developmental course fees

Involved 79 students in Ellensburg, Yakima, Pierce, and Lynnwood

- 87.3% students improved their math skills during the summer
- 66% students advanced one or more math courses by end of the 5 weeks
- \$34,500 course fees avoided



Learning Commons Tutoring and Supplemental Instruction (PALS)

Tutoring for content and applicable study skills

- From Fall 17 to Fall 18:
 - 9% more students seeking tutoring; 127% increase in freshmen
 - 40% increase in total hours of tutoring; 390% increase for freshmen
- From Winter 18 to Winter 19 (to date):
 - 9% more students seeking tutoring; **276% increase in freshmen**
 - 46% increase in total hours of tutoring; **551% increase for freshmen**
- Course pass rates:

AY 2017-18	Without Tutoring	With Tutoring
Math Center (100-Level Math)	75%	78%
Writing Center (100-Level English)	81%	90%



Student Success Survey (S3)

Psychometric Intervention Tool

- 70% of 2,120 first-year and UNIV 101 students completed the S3
- Students received outreach based on survey answers
 - Learning Commons Tutoring Center saw a marked increase in first-year students accessing tutoring following S3 outreach to students
- 6000+ focused response emails sent to students based on survey answers
- Coordination with Student Financial Services, Library, and Housing



Mental Health & Wellness Provost Strategic Investment

Health and Wellness

- New unit within Student Success
- Associate Dean of Health and Wellness (began February 1)

Provost Strategic Investments

- Investments totaling \$637,000
- Focus on recruitment, retention, and degree completion



Impact Evaluation: Retention Program Outcomes

- Operational Outcomes
 - Student, faculty, & staff program participation rates
 - Participant satisfaction and feedback
 - Cost per participant
- Academic Achievement Outcomes
 - Credit hours completed as a percentage of credit hours attempted
 - Course completion and success rates (reduced D/F/W grades; increased A/B/C grades)
 - Financial aid satisfactory academic progress
 - Academic warning, probation, and suspension rates
 - Term and cumulative GPAs
- Environmental & Student Learning Outcomes
 - Students' community engagement & sense of belonging
 - Balanced challenge & support
 - Course, General Education, major, & degree program learning outcomes
- ROI – net tuition revenue



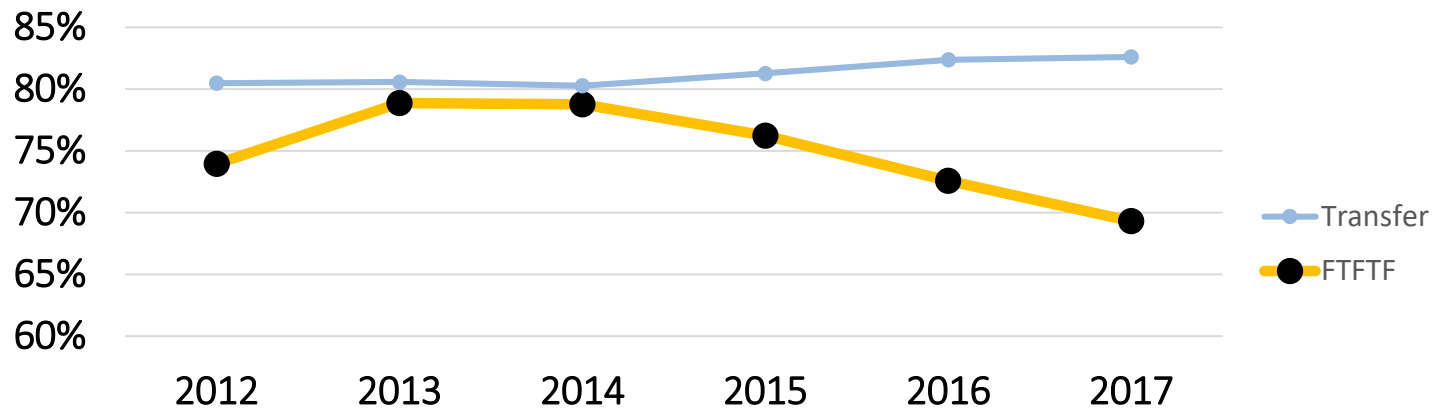
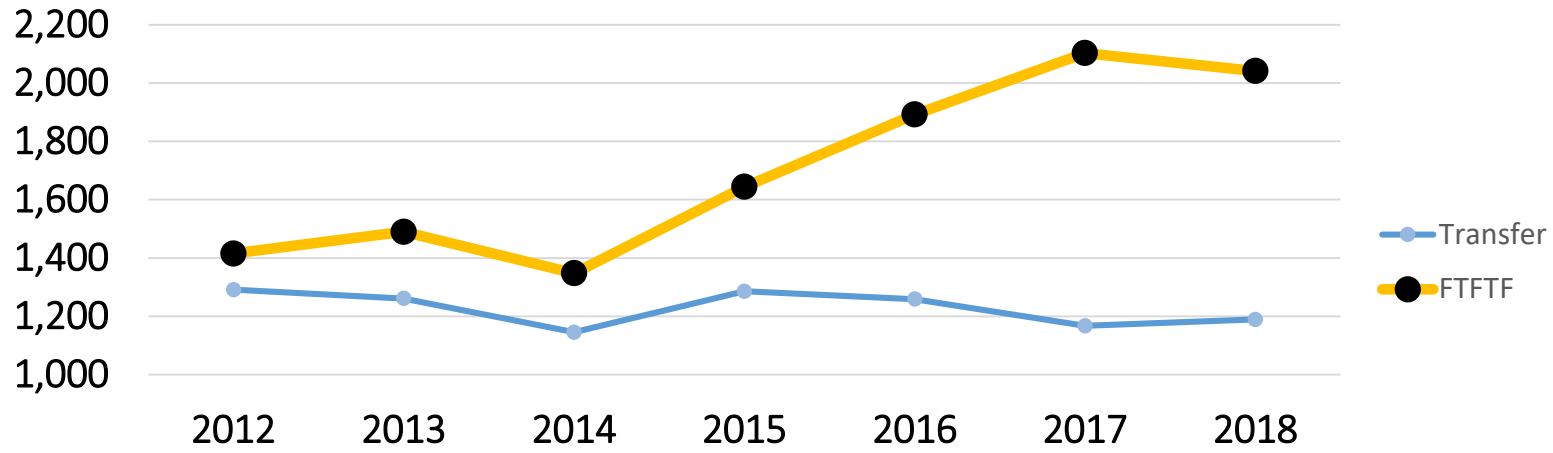
Questions?



Appendix



New Student Enrollment & Retention



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Retention Trends By HS GPA

	2016		2017		2018
HS GPA	Enrolled	Retained	Enrolled	Retained	Enrolled
0-1.99	46	63.04%	63	65.08%	57
2-2.49	129	51.49%	254	50.00%	227
2.5-2.99	605	64.30%	632	59.81%	577
3-3.49	632	75.47%	672	74.11%	668
3.5-Inf	454	86.12%	460	86.52%	495



2017 FTFTF Retention Rates by Student Demographics

First Year Cohorts	2016		2017		
Demographics	Enrolled	Retained	Enrolled	Retained	%-Point Change
Pell Eligible	780	69.36%	907	62.40%	-6.96%
First Generation	953	70.41%	1,026	66.08%	-4.33%
TUSG	616	70.62%	725	63.17%	-7.44%

CWU Institutional Effectiveness Enrollment & Retention Report 02/11/2019



2018 FTFTF Cohort Demographics

First Year Cohorts Demographics	2017		2018		% -Point Change
	Enrolled	% of Cohort	Enrolled	% of Cohort	
HS GPA < 3.0	949	45.13%	861	42.19%	-2.94%
First Generation	1,026	48.79%	958	46.94%	-1.85%
TUSG	725	34.47%	690	33.81%	-0.66%
Pell Eligible	907	43.13%	730	35.77%	-7.36%

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Policy Improvements for Developmental Coursework and Placement Testing

Develop new or modify existing policy to remove barriers to and promote student success:

- Mandatory placement testing on or before new student orientation
(In progress)
- Ensure students take developmental coursework within first 60 credit hours (Complete)
- UNIV 101 as a graduation requirement for first-year students with less than 40 credits (Complete)
- Prescriptive support structure for students on Warning and Probation
(In progress)



Financial Aid Programming

Reevaluate service structure to address student financial aid needs and questions

- Financial Aid 101 After Dark (Fall 18)
- Intensive outreach to first-year students with financial holds for Winter 19 (Fall 18)
- Financial Aid online appointment scheduling tool (In progress)
- Financial Aid pop-up shops across campus for FAFSA verification (In progress)



Student Progress Reports (SPR)

Faculty survey to determine course progress for students at risk conducted in the 6th week

- Based on AY2017-18 Warning, Probation, and Suspension data
 - SPR group: HS GPA < 3.0, TUSG, First Generation, Male, Pell Eligible, etc.
 - 1200 surveys to 113 instructors to capture 383 students on the cusp of success
 - Advisors used data to inform advising for Winter 19
- 90.1% of SPR group retained to Winter 19 (90.9% non-SPR)
 - 33.7% of SPR group had Fall 18 GPA of 3.0+ (56.1% non-SPR)
 - 67.9% SPR group in good academic standing (80.1% non-SPR)



Wildcat Success Days

**WILDCAT
SUCCESS
DAYS**

**THIS WEDNESDAY
AND THURSDAY
NOV 14 + 15
4PM - 8PM
SURC BALLROOM**

NEED A LITTLE HELP getting through the quarter? Not sure what resources are available, or where to find them? Check out **WILDCAT SUCCESS DAYS** to connect with CWU's many resources, programs, and services here to support your success and achievement. **FREE PIZZA AND ICE CREAM** while supplies last, and two days to accommodate your schedule. **BRING A FRIEND!**



WE'RE HERE FOR YOU!

Math Center • Writing Center • PALS and Tutoring • Residence Life
Registrar Services • Student Financial Services • Career Services
Diversity and Equity Center • Advising • Student Involvement
Health and Wellness • Student Employment • Information Services

Sponsored by Office of the Provost. CWU is an AA/EEO/Title IX Institution. For accommodation, email DS@cwu.edu

Provide opportunities to engage with staff from support services on campus

- Fall 18 and Winter 19
 - 300+ students
 - 15+ support services
 - Positive feedback from students



Peer Academic Coaching

A Learning Commons program designed to:

- Help students identify specific coursework strategies
 - Provide peer mentorship to students on Warning or Probation
 - Increase course completion rates, GPA, and retention
 - Move students toward good standing and financial stability
- **Winter 19 pilot: Two sections of UNIV 102 with a total of 38 students**
 - 35 are freshman (< 45 credits)
 - 22 are from traditionally underrepresented student groups
 - 26 on warning or probation

“What I have really taken away from my meetings with my academic coach are a lot of different study habits and skills that I can experiment with. So far that is what I’ve been doing, and I’ve seen a lot of improvements grade-wise.”



ASL and Faculty Senate Academic Advising Council

Baccalaureate Task Force recommendations (**Underway**):

- Draft overarching university-wide mission and vision for advising at Central
- Identify short-term advising initiatives for AY2018-19
- Engage faculty, staff, and students in campus-wide discussions
- Make recommendations for new or improved advising model for implementation in AY2019-20



Transfer and Transition Center

Support the best undergraduate experience for transfer students by serving as a university-wide advocate for transfer issues (In progress)

- Offer quality programs, services, and resources to foster students' academic preparation, smooth transition, and progress toward graduation and beyond
- Open Fall 19 to serve Fall 19 Transfer Cohort

